

CHAPTER I

INTRODUCTION

A. Background of the Study

As social creatures, people need to make interaction each others. They use language to communicate or state something that related to their life needs or their life wants in the world. Besides informing, language can also make a relation with the other people in the different countries. English is an International language that is used as communication media. Many countries have language as first language (L1). In the world, the difference of the language makes some difficulties in communication among countries. The solution of this situation is mastering the second language (L2).

Mastering the second language (L2) is not easy especially if L2 is studied not in the country where L2 comes from like Indonesian learner who study English at Indonesia. Interlanguage is the product of mastering target language. This term was first used by Slinker (in Fauziati 2009: 165) to describe the linguistic stage second language learners go through during the process of mastering the target language. Actually, if the learner has problem in the mastering L2, an erroneous will be produced.

Interlanguage is the language of someone who is studying another language, different from the mother tongue and the language that is being or has been studied. In other words, interlanguage is a language whose position is between the native language and the target language being studied. Therefore, interlanguage is a situation which student's linguistic system is influenced by student's mother tongue linguistic system (for instance *Bahasa Indonesia*) and student's target language linguistic system (for instance *Bahasa Inggris*) and student's target language linguistic system (English). Fauziati (2002) says that most of learning problems are caused by different elements found between the two languages. It is like in Indonesian learners who have difficulties to use correct structure in

English. This is mostly because students are influenced by their mother tongue on the acquisition of the new structure.

There are the following examples of disagreement made by Indonesian EFL students:

Context I

Your close friend said that Mathematics is easy subject in high school. You disagree with this opinion.

The sentence that you say to your friend:

- (1) I disagree with you, because I hate Mathematics.
- (2) I don't think so, it's hard for me.

In Context I, sentence 1 used the combination of Contradictions and Counterclaims strategies same with sentence 2. These utterances are affected by the social distances and status levels between the speaker and listener. These sentences used Bald on record. It can be showed that whenever speaker wants to do face threatening acts with maximum efficiency more than he/she wants to satisfy hearer's face, even to any degree. Bald on record directly address others as a means of expressing the speaker needs.

Context II

Your sister/brother said that handphone is very important in this period. You disagree with this opinion.

The sentence that you say to your sister/brother:

- (1) I disagree with you. We control the using of handphone not handphone control us.
- (2) Handphone isn't really important, there's a laptop that I can use to communicate.

In Context II, sentence 1 used the combination of Contradictions and Counterclaims strategies different with sentence 2. Sentence 2 used Counterclaims strategies. The speakers show their politeness strategy. Sentence 1 showed that speaker used Bald on record strategy because using "I disagree", the speaker wants to do face threatening acts with maximum efficiency more than their want to satisfy hearer's face. Sentence 2 used Off record strategy. The strategy is give

hints. It means that speaker says something that is not explicitly relevant, speaker invites hearer to search for an interpretation of the possible relevance.

From the above description of the characteristics of IL, the researcher is interested in exploring the first characteristic of IL— the sistematicity of IL system. Smith (1994: 8) says “Interlanguage studies typically focus on the linguistic and the psychological aspect of second language research”. Smith (1994:7) states “Interlanguage most generally refers to the systematic linguistic behavior of learners of a second or other languages, learners of non native languages”.

Interlanguage Pragmatics is the study about the meaning of the utterance used Interlanguage. Interlanguage is a study on the language of the second learners. There are two media for language communication: 1) receiving the message, i.e., reading and listening, 2) and sending the message, i.e., speaking and writing. In learning of foreign language, the learners are supposed to master the language skill either communication competence in spoken or written. There are many difficulties in mastering the language skill. The writer finds some interlanguage pragmatics. Disagreement is one of special interlanguage pragmatics.

Disagreement is a utterance of communication. There are many form of disagreements, it can be oral and written form. According to Leiter (2009: 1215) theoretical disagreements are (1) disingenuous, in the sense that the parties, consciously or unconsciously, are really trying to change the law, that is, they are trying to say, as Dworkin puts it, "what it should be" not "what the law is"; or they are simply predicated on error, that is, they honestly think there is a fact of the matter about what the grounds of law are, and thus what the law is, in the context of their disagreement, but they are mistaken, because, in truth, there is no fact of the matter about the grounds of law in this instance precisely because there is no convergent practice of behavior among officials constituting a Rule of

Recognition on this point. Disagreement is a type of act which could be used in process of interlanguage.

The term of disagreement as a speech act is used to indicate speaker's opinion or belief contrary to the view expressed by the previous speaker. The face-threatening nature of this kind of communicative act indicates that, to express a disagreement requires addressors to employ politeness strategies to mitigate the threat they are imposing on the hearer so as to avoid judging impoliteness by other interlocutors.

Gender as another influential factor for which relevant strategies are applied, has aroused argument among researchers significantly; it is a widespread notion that in almost all cultures gender makes a difference in how power is negotiated, so the current study deals with the role of both in given contexts of speech. According to Holmes (1992: 336) sexist language is a language concerned with women and men language. Sex in sexist words refers to sexual distinction. Holmes said that sexist language is a language that expresses both negative and positive stereotypes of women and men. The negative stereotype of women is animal imagery but less than men. The positive stereotype of men is sexual prowess. And food imagery is one of positive stereotypes of women. The complex effect of the two special variables could be examined to display how norms of politeness are applied according to the context of conversation.

Politeness is interpreted as a strategy employed by a speaker to achieve a variety of goals. One of the speaker goals is to get hearer to do an act which the speaker's wants. In order to get the hearer to do our intention, the speaker needs to choose linguistic form of disagreement which are suitable with the relationship between the speaker and the hearer, and the seriousness of the disagreement. The speaker also needs to employ politeness strategy. According to Ariel (2008: 158) politeness intervene to prevent us from expressing things "as they really are" (in reality or in our mind). So, it is necessary for us to know how to make a good communication in interlanguage process used disagreement. To achieve that goal the writer use Indonesian EFL Learners as a object of research.

The writer used discourse completion task (DCT) which has been a very popular instrument of data elicitation in interlanguage pragmatic research. Data obtained through DCT has been claimed to represent appropriate pragmatic norms speakers (Beebe & Cummings, 1996). To retain the strength of written DCT whilst at the same time to overcome its downside, this study applied an oral DCT (referred to henceforth as ODCT) to elicit the research data. The ODCT designed for the present study consisted of scenario description which provided the research participants with a specific social situation, setting, speaker's role, and relative status levels of collocutors. Based on the scenario description, research participants were required to respond each ODCT orally. Thus the ODCT would retain spontaneous responses.

The ODCT scenarios were designed to be as realistic as possible to Indonesian EFL learners. The writer involved nine scenarios each of which represented one of three different status levels constituting either different age levels or occupation (lower, equal, and higher) and three social distances or familiarities (close, familiar, unfamiliar). They are summarized as follows:

Scenario 1: Your close friend said that Mathematics is easy subject in high school. You disagree with this opinion. The sentence that you say to your close friend? (disagreeing to a close-equal status).

Scenario 2: Your sister/brother said that handphone is very important in this period. You disagree with this opinion. The sentence that you say to your sister/brother?(disagreeing to a close-lower status).

Scenario 3: Your father said that bring motorcycle to go to campus everyday it is a wasting. You disagree with this opinion. The sentence that you say to your father? (disagreeing to a close-higher status).

Scenario 4: Some boys in your class said that a gentleman have to smoke. You disagree with this opinion. The sentence that you say to your friend? (disagreeing to a familiar-equal status).

Scenario 5: You are a leader of UKM (Unit Kegiatan Mahasiswa) in the campus. One of member said that rule which is make every member to attend the meeting ontime have to delete because complicating the member. You disagree with this opinion. The sentence that you say to your member? (disagreeing to a familiar-lower status).

Scenario 6: The lecturer said that if someone wants success, they have to continue their education into high level. You disagree with this opinion. The sentence that you say to the lecturer? (disagreeing to familiar-higher status).

Scenario 7: You are new students in UMS. One of your friends in class not too close with you said that falling in love at first sight never happen. You disagree with this opinion. The sentence that you say to your friend? (disagreeing to an unfamiliar-equal status).

Scenario 8: You are manager of PSM (Paduan Suara Mahasiswa) Voca Alkindi UMS. At the PPA new students, one of students in first semester who are you interview said that we just waste time if joining in organization. You disagree with this opinion. The sentence that you say to the first semester student? (disagreeing to an unfamiliar-lower status)

Scenario 9: You are attending socialitation the wearing rule in auditiroum, one of speaker (Wakil Dekan I) said that students of FKIP not permit to join the class if they are wearing jeans between boys and girls. You disagree with this opinion. The sentence that you say to your Wakil Dekan I? (disagreeing to an unfamiliar-higher status)

Related to the phenomenon above, in this research the writer is interested to analyze the interlanguage pragmatics of disagreement entitled INTERLANGUAGE PRAGMATICS OF DISAGREEMENT BY INDONESIAN EFL LEARNERS.

B. Limitation of Study

In this research, the writer limits the problems that are going to be discussed. This research deals with disagreement utterances especially is made by Indonesian EFL learners of UMS. The data also taken from the utterances what learners made when they do response used disagreement on their response. The data will be analyzed using Muntigl and Turnbull (1998) related types of disagreements, Brown and Levinson theory (1987) related to politeness strategy. Gender difference has influence in disagreement strategies.

C. Problem Statement

In this research the writer arrange the problem statement follows:

1. What are disagreement strategies used by Indonesian EFL Leraners?
2. Does gender difference influence disagreement strategies?
3. What politeness strategies used in disagreements by Indonesian EFL Learners?

D. Objective of the Study

Based on the problem statement, the writer states that the objectives of this study are as follows:

1. To describe disagreement strategies used by Indonesian EFL learners.
2. To describe the gender difference influence disagreement strategies.
3. To determine the politeness strategy used in disagreement by Indonesian EFL learners.

E. Benefit of the Study

This research is carried out in order to give contribution as follows:

1. Academic benefits
 - a. The result of this study can contribute the pragmatic study, especially in interlanguage of disagreement by Indonesian EFL learners.
 - b. The results of this study can be developed by other researcher dealing with Interlanguage Pragmatics of disagreement in different perspective.
2. Practical benefits
 - a. Study of English Department

The writer hopes the students of English Department will get more knowledge in understanding pragmatic especially Interlanguage of disagreement by Indonesian EFL learners.

b. English Teachers

The writer hopes the result of the study can be useful in developing teaching method especially in linguistic competence to achieve the communicative competence as well.

F. Research Paper Organization

The organization of this research paper is given in order to make the reader understand the content of the paper. This research paper is divided into five chapters.

Chapter I is introduction. This chapter deals with the background of the study, previous study, problem statement, limitation of the study, objectives of the study, benefits of the study that consists of academic benefit and practical benefit, research paper organization.

Chapter II is underlying theory that presents of previous study, pragmatics, politeness, interlanguage, systematicity, variability in interlanguage, and interlanguage pragmatics.

Chapter III is research method that deals with type of research, object of the study, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion where the writer presents the findings and discussion.

Chapter V is conclusion that concern with the conclusion and suggestion of the research finding made by the writer.